

Kentucky World Language Learning Scenario

Title: Writing Your Resumé

Intended Level: High School (Beginning, but adaptable to other levels)

Guiding Question: How can I effectively showcase my talents, skills, background, and experience in a job resumé?

Activity Summary: An employer's first impression of a potential hiree usually comes from his or her resumé. In this scenario students will learn to determine and describe the elements of their personalities and lives which best address the needs of particular jobs.

Task: Students will create 2 personal resúmes: one in English for a local job, and a second in the target language for a similar job in a target language culture. The resúmes will include standard resumé elements and presents the students' talents, skills, background, and experience in the best light.

Kentucky World Language Content

WL-H-1.1B.6	Create simple descriptions within contexts.
<i>WL-H-1.1B.</i>	<i>Exchange information with peers and others.</i>
WL-H-1.3.B5	Give descriptions in writing.
<i>WL-H-1.3.B6</i>	<i>Write personal communications.</i>
WL-H-1.3.D2	Produce formal written communications.
WL-H-2.2.B4	Recognize and identify contributions and beliefs as reflected in product and contributions of target culture(s)

Kentucky Core Content for Assessment

PL-H 4.5.2 Skills are needed to seek, obtain, maintain, and change jobs/careers and postsecondary opportunities.

Materials: Sample job advertisements and resumé for local or regional jobs.
Samples of authentic job advertisements and resumé from target cultures.
(These can be found on the Internet.)

Steps for Planning and Implementing:

1. Teacher presents resumé vocabulary (objective, experience, education, activities, honors, special skills, computer skills, references, etc.) in target language.
2. Students examine resumé from own and target culture and use a graphic organizer to show differences and similarities.
3. Students work in pairs to read a job advertisement and then examine 3-4 résumés, evaluating the candidates' qualifications on a check list and then ranking each candidates for hiring.
4. Students look a new job ad (i.e., fast food worker, supermarket cashier) and brainstorm qualities needed for each job.
5. Students list their own job skills and marketable characteristics; for each classmate students list one personality trait or characteristic that they possess and that would be desirable in the workplace, and then share them with each other.
6. Students create 2 personal resumé: one in English for a local job, and a second in the target language for a similar job in a target language culture. Each includes standard resumé elements and presents the students' talents, skills, background, and experience in the best light.

World Language Performance Task

Title: Writing Your Resumé

Intended Level: High School (Beginning, but adaptable to other levels)

Guiding Question: How can I effectively showcase my talents, skills, background, and experience in a job resumé?

Task: Students will create 2 personal resúmes: one in English for a local job, and a second in the target language for a similar job in a target language culture. The resúmes will include standard resumé elements and presents the students' talents, skills, background, and experience in the best light.

Kentucky World Language Content

WL-H-1.1B.6	Create simple descriptions within contexts.
WL-H-1.3.B5	Give descriptions in writing.
WL-H-1.3.D2	Produce formal written communications.
WL-H-2.2.B4	Recognize and identify contributions and beliefs as reflected in product and contributions of target culture(s).
WL-H-3.1.B1	Identify information and skills from other disciplines and apply them in language classrooms to reinforce and further their knowledge.

Kentucky Core Content for Assessment

PL-H 4.5.2	Skills are needed to seek, obtain, maintain, and change jobs/careers and postsecondary opportunities.
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Communication*1.3 & 1.1**WL-H-1.3.B5**WL-H-1.3.D2**WL-H-1.1.B6***Cultures***2.2**WL-H-2.2.B4***Connections***3.1**WL-H-3.1.B1**PH-H-4.5.2*

Exceeds Expectations	Student very effectively communicates the details of a personal resumé, using rich target language vocabulary, appropriate information and polished writing style.	Student demonstrates extensive knowledge and application of the elements of effective resumé writing in the target culture.	Student demonstrates extensive knowledge and application of the elements of effective resumé writing.
Meets Expectations	Student very effectively communicates the details of a personal resumé, using effective target language vocabulary, appropriate information, and clear writing style.	Student demonstrates knowledge and application of the elements of effective resumé writing in the target culture.	Student demonstrates knowledge and application of the elements of effective resumé writing.
Approaches Expectations	Student communicates some details of a personal resumé, using some effective target language vocabulary, mostly appropriate information, and a somewhat clear writing style.	Student demonstrates a basic knowledge and application the elements of effective resumé writing in the target culture.	Student demonstrates a basic knowledge and application the elements of effective resumé.
Struggles to meet Expectations	Student ineffectively communicates the details of a personal resumé.	Student fails to demonstrate a basic knowledge or application of the elements of effective resumé writing in the target culture.	Student fails to demonstrate a basic knowledge or application of the elements of effective resumé.